Course Description:
Making up the bulk of the Western Hemisphere, Latin America is a region as diverse as it is fascinating. The U.S. media tends to portray the region as little more than a collection of tourist hot spots and as the source of immigrants, athletes, musicians, and drugs. News often focus on corruption, political chaos, economic instability, and violence. But with over half billion inhabitants, diverse economic resources, and political and demographic ties to the U.S., it is important to understand Latin America (together with the Caribbean) as far more layered than we see on the news. Still, many problems persist that distinctly set Latin America apart from more developed regions, even if “America’s Backyard” is a term as dated as it is problematic.

This course offers an introduction to Latin America/Caribbean by exploring the history, cultures, and contemporary issues facing this multifaceted region as a whole, as well as individual nations. Part of the course will focus on U.S.-Latin America relations and interactions—both as states and as peoples. Throughout the semester, we will attend to race, class, and gender as inequalities that are important dimensions for understanding social life and communities.

Course Format:
As a survey course, we will explore many facets of Latin America. Readings will be drawn from social sciences and humanities and classes will consist mainly of lectures and discussions. Films and videos will be used in class as well as for assignments. When feasible, we will have guest lecturers presenting on topics related to course material. Finally, although this is primarily a lecture-based course, participation is required in both informal and formal discussion settings.

<table>
<thead>
<tr>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gain a broad introduction to Latin America, its history, peoples, cultures, and customs from a social science perspective.</td>
</tr>
<tr>
<td>Students will explore and critique the role of ideologies and stereotypes about nations.</td>
</tr>
<tr>
<td>Students will develop an understanding of hemispheric relations and how the U.S. has influenced and been influenced by Latin America.</td>
</tr>
<tr>
<td>Students will learn about different forms of structural inequality in the region, including root causes, forms of resistance, and ongoing debates.</td>
</tr>
<tr>
<td>Students will further student competence in international and social studies.</td>
</tr>
</tbody>
</table>

*The content of this syllabus may be modified to suit course needs. Readings, guest lectures, and assignment dates are subject to change.*
Intro to Latin America

Spring 2018

Texts and Readings:
All reading is to be done prior to class for the day it is listed.

Required Texts
- Livingstone, Grace. 2009. *America’s Backyard: The United States and Latin America from the Monroe Doctrine to the War on Terror*.

Additional Materials: Posted on Canvas or linked on this syllabus.

*It is your responsibility to complete readings before class time. If you are missing a book, make arrangements with a classmate to copy/scan theirs until yours comes in.

Course Evaluation:

Attendance and participation (10%):
Attendance is mandatory. Each student is expected to attend class (and attend to class), and participate actively in discussions. Active participation is required. All unannounced quizzes will count toward the participation grade. Please see attendance policy under Course Policies.

Discussion Cafés (10%): Discussion Cafés are semi-structured small group discussions around certain themes. Prior to each, students will be asked to prepare a short assignment and develop discussion questions (see Canvas for guidelines). There are 4 Discussion Cafés.

Events (10%): Course content becomes more relevant when considered in a real-life context. This course requires you to attend 4 Latin America, Caribbean, or Latinx-focused academic or cultural events throughout the term. Attendance at each event must be documented with an event attendance form within 48 hours of the event. These take place throughout the semester—one place to find events is the Center for Latin American Studies Events Calendar. Our Center’s Annual Conference ($10 for students gets you access to all conference events, including the meals and performances!) is a great way to hit up several events and confer with world-class Latin Americanists.) We will suggest upcoming events; however, it is up to you to find those that suit your interests and schedule as we are not able to provide an exhaustive list of events. (For instance, in January consider the Visiting Artist Lecture with Venezuelan artist Eugenio Espinoza (free) or Tango Fire—student tickets are only $10!) Generally, eligible programs are lectures, performances, films, or art exhibits pertaining to Latin America/Caribbean or Latinx peoples in the U.S. If you are interested in an event falling outside of these categories, please obtain the instructor’s or TA’s approval prior to attending to make sure it counts.

Quizzes (20%):
Quizzes will assess content assimilation and require interpreting readings, lectures, and discussions. These are not cumulative.

Case Study Project (20%) and Screen Capture presentation (30%):
Beginning with Week 4, you will begin researching one country of your choice as it pertains to specific themes and preparing a case study assignment using guidelines posted in Canvas. Case study assignments have two portions (creative and narrative) to illustrate how different topics in class apply to your chosen nation. This way, you can develop a more complete understanding of one nation by applying what you learn in class. At the end of the term, you will curate this knowledge into the final project, a 15-minute screen capture presentation, complete with voiceover, about your Case Study nation. Presentations have three parts: overview, three in-depth topics, and final reflections. A draft is due before the final presentation to work out any technical challenges. Please see the end of this syllabus for links to examples.
Course Policies

**Attendance and Participation:** Attendance is mandatory. Absences will be excused with documentation as per UF’s policy on [attendance](#). After two (2) unexcused absences, you will lose one point from your final average for each subsequent unexcused absence.

**Tardiness:** Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. **No extra time** will be allotted to complete quizzes if you are late. Habitual tardiness will accumulate as **unexcused absences**, with each tardy counting as .25 of one day.

**Communication Policy:**
Your instructor and TA are happy to answer your questions pertaining to the course. Please bear in mind that we do our best to give all information needed through means accessible to all—this syllabus, Canvas announcements, and posted assignment guidelines. However, in the case that something is not clear, follow the following guidelines when determining your next steps.

For matters of **course policies, attendance, late work, and deadlines:** SEE THIS SYLLABUS. If you have consulted the syllabus and still have a question about the matters above, contact the TA first via Canvas Mail, allowing a 24-hour response time during the week, 48 hours during weekends or holidays. If the TA is unable to resolve your issue, as much as possible, students should strive to communicate about the course in person with the professor during **office hours** (at top of syllabus) and, only if this is not feasible, contact the professor through Canvas Mail. **Assignment guidelines** will be posted in detail on Canvas. Deadline **updates** will be discussed in class. At any moment, if we are in class when the unclear matter comes up, raise your hand and ask a question! That way your peers can hear it and the answer, reducing the number of requests for information we have to field individually. Collective wisdom! Finally, we use **Canvas announcements** often to notify you of all kinds of things—make sure you check these.

**Written Assignment Format:** All written assignments are due by the **beginning of the class period** on which they are due. Unless otherwise specified, all written assignments should be typed in Times New Roman 12 with default margins and can be submitted through Canvas or brought as a hard copy to class.

**Late Assignments:**
Discussion Café assignments will not be accepted late. Case Study assignments and the presentation will receive a 10% penalty every 24 hours.

**The Computer Ate My Homework:** Problems with technology are not an acceptable excuse for late submission of your assignments. You should assume that technology will fail you at some point. **PLAN AHEAD** and do not leave your work for the last possible moment.
EXTRA CREDIT: Students can earn up to 2 points on their final average by tagging the Center for Latin American Studies on social media using #UFLAS. Acceptable posts include a photo of you at one of the events you attend for class, an article or video on a relevant topic, etc. Lame retweets (and the like) of the Center’s posts won’t count. Each post is worth up to a ½ point and up to 4 posts can count (submit relevant screenshot in Canvas).

TECHNOLOGY POLICY: Given the scientific evidence showing that technology in the classroom hinders learning (see: The Case for Banning Laptops and Why Smart Kids Shouldn’t Use Laptops) laptop use is banned during class time. Cell phones and tablets are also banned. Students requiring exceptions to this rule must obtain the instructor’s permission.

MAKE-UP POLICY: Unannounced quizzes and Discussion Cafés cannot be made up. For scheduled quizzes, only university-approved documented excuses will be accepted. Make-up quizzes are a different format than the original, combining an oral and written essay portion.

INCOMPLETES: In accordance with UF policies, an incomplete may be assigned at the discretion of the instructor as an interim grade for a course in which:

1) the student has completed a major portion of the course with a passing grade, AND
2) been unable to complete course requirements before the end of the term because of extenuating circumstances, AND
3) obtained written agreement from the instructor and arranged for resolution of the incomplete grade.

UNIVERSITY POLICIES:
Academic Honesty: Anyone caught cheating on exams or submitting work authored by another will receive an “E” grade, and be referred to the dean’s office. For the University’s policy on academic honesty, please visit http://www.dso.ufl.edu/judicial/procedures/academicguide.php#3

Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office, who will provide documentation to the student. This documentation must be presented to the Instructor as soon as possible in order to arrange for the accommodations.

Confidentiality: Student records are confidential. Only information designated "UF directory information" may be released without your written consent. Please see University Regulation 6C1-4.007 for a list of the categories of information designated as "UF directory information." UF views each student as the primary contact for all communication. For more information: www.registrar.ufl.edu.ferpahub.html

Counseling and Wellness: A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at http://www.counseling.ufl.edu/cwc or reached by phone at 392-1575.
Course Outline

Week 1
*Consider attending this talk by Dr. Resende’s guest, journalist John Otis, as one of your events: Venezuela: Using Democracy to Crush Democracy: Wed January 10, 2018 5:10 PM in Pugh 120
Jan 9: Course overview and expectations
Jan 11: Why Latin America?
  Hillman: Preface and Ch. 1 Introduction (Richard S. Hillman)

Week 2
Jan 16: Geographical Overview
  Hillman: Ch. 2 Latin America: A Geographic Preface (Marie Price)
  Watch: Geography of Latin America
Jan 18: Hillman: Ch. 3 The Historical Context (René de la Pedraja)
  Watch: Mystery of the Aztec and Maya

Week 3
Jan 23: Latin American Politics
  Hillman: Ch. 4 Latin American Politics (Thomas J. D’Agostino)
  Due: Quiz: Map quiz and Geography (in Canvas)
  Country Selection (in Canvas)
Jan 25: Discussion Café 1—Latin American through the years.
  Discussion Prep: Using your chosen nation, select newsmedia articles about it from 3 distinct decades, give a brief and briefly analyze (in a paragraph) how its portrayal in the media has changed (or not.) Recognized news sources only: UPI, Reuters, TIME, Newsweek, BBC, Fox, Economist, AP, New York Times, etc.

Week 4
Jan 30: Economic Realities
  Hillman Ch. 6 The Economies of Latin America (Scott G. McKinney)
Feb 1: Hillman Ch. 5 The Military (Paul W. Zagorski)
  Livingstone Ch. 1
  Due: Case Study Assignment #1 (History, Politics, or Military)

Week 5
Feb 6: Quiz
Feb 8: U.S. Interventions in Latin America: Monroe Doctrine-1960
  Livingstone Ch. 2, 3

Week 6
  Livingstone Ch. 4, 5
Feb 15: U.S. Interventions in Latin America: Closing out 20th Century
  Livingstone Ch 6, 7 Film: Americas in Transition (in Class)
Week 7
Feb 20: Space and Place in L.A.  
Hillman, ch. 8 The Environment, Population, and Urbanization  
(Jacquelyn Chase and Susan E. Place)

Feb 22: **Discussion Café 2** – US in Latin America  
**Discussion Prep:** 250-word essay linking your Case Study Nation to  
Livingstone’s book  
**DUE:** Case Study Assignment #2 on relationship to the U.S.

Week 8
*You should have attended two LAS-themed events by the end of this week.*
Feb 27: **QUIZ**

**Week 9**
Mar 13: Gender and Labor  
Hillman, Ch. 10: Women, Work, and Politics  
(Susan Tiano)

**DUE:** Case Study Assignment #3 (Economics, Urbanization, Education, or Gender)

Mar 15: Religion and Faith  
Hillman, ch. 12 Religion in Latin America  
(Hannah Stewart-Gambino)

Week 10
Mar 20: Articulating Difference  
Hillman, ch. 9 Patterns of “Race,” Ethnicity, Class, and Nationalism  
(Kevin A. Yelvington)

Mar 22: Gender, Race, and Domestic Labor  
Staab and Maher: Peruvian Domestic Workers in Chile (On Canvas)

Week 11
Mar 27: Neoliberalism and Globalization  
Livingstone Ch 10

Mar 29: **Discussion Café 3** – Inequality in context  
**Discussion Prep:** Watch: *The End of Poverty*. Then collect some facts and figures on inequality* in your case study nation (land and wealth concentration, gender and racial equity, etc.) and relate this to the film in a brief analysis (150-200 words)  
*A good place to start is Wealth and Income Database*
Week 12
Apr 3: Evaluating Tourism
Babb: Theorizing Gender, Race, and Cultural Tourism in Latin America: A View from Peru and Mexico (on Canvas)

Apr 5: Social movements and resistance
Stahler-Sholk: Resisting Neoliberal Homogenization: The Zapatista Autonomy Movement (on Canvas) Film: Zapatista (in class)

DUE: Case Study Assignment #4 (Religion, Race, or Tourism)

Week 13
Apr 10: U.S. Foreign Policy toward Latin America
Livingstone Ch 9

Apr 12: Quiz

Week 14
Apr 17: Immigration
Golash-Boza: Dropping the Hyphen? Becoming Latino(a)-American through Racialized Assimilation

DUE: (on Canvas, by 11:59 p.m.) A five-minute draft presentation of your outline to test out audio-visual technical issues associated with screen capture presentation.

Apr 19: Discussion Café/Presentation Workshop
Print and bring all previous case studies to class, along with supplemental materials on your chosen country and any specific questions re: technical issues. We will share favorites in small groups and workshop your presentation, which will use three of the case studies.

DUE: Case Study 5 (Immigration, Social Movements, Violence)

Week 15
Apr 24: Quiz

APR 26
DUE: Presentations

*Please see the next page for presentation links.
Below are some links to presentations by previous students on YouTube. These vary in length, nation, and quality (and final grade!) but watching should give you a good idea of what to shoot for.

**YouTube:**
- Uruguay: [https://www.youtube.com/watch?v=dEuc46VK62A](https://www.youtube.com/watch?v=dEuc46VK62A)
- Bolivia: [https://www.youtube.com/watch?v=9d6zU29Zgo](https://www.youtube.com/watch?v=9d6zU29Zgo)
- Venezuela: [https://www.youtube.com/watch?v=IAEslVMpcoY](https://www.youtube.com/watch?v=IAEslVMpcoY) (Ignore the lions—but check out this student’s video explanation for his process)
- Mexico: [https://www.youtube.com/watch?v=rjmC1MPRH4](https://www.youtube.com/watch?v=rjmC1MPRH4)
- Cuba: [https://www.youtube.com/watch?v=3f51b031zsk](https://www.youtube.com/watch?v=3f51b031zsk)
- Ecuador: [https://www.youtube.com/watch?v=XrlXXjik15wk](https://www.youtube.com/watch?v=XrlXXjik15wk)
- Puerto Rico: [https://www.youtube.com/watch?v=GGvT3fR_nQ](https://www.youtube.com/watch?v=GGvT3fR_nQ)
- Argentina: [https://www.youtube.com/watch?v=azfRmEMxLFQ](https://www.youtube.com/watch?v=azfRmEMxLFQ)
- Cuba: [https://www.youtube.com/watch?v=5CkxSej1neM&t](https://www.youtube.com/watch?v=5CkxSej1neM&t)
- Colombia: [https://www.youtube.com/watch?v=5CkxSej1neM&t](https://www.youtube.com/watch?v=5CkxSej1neM&t)
- Peru: [https://www.youtube.com/watch?v=5CkxSej1neM&t](https://www.youtube.com/watch?v=5CkxSej1neM&t)

**Jing Screencast:**
- Cuba:
  - Part 1: [https://www.screencast.com/t/MXSSy7SGdU8](https://www.screencast.com/t/MXSSy7SGdU8)
  - Part 2: [https://www.screencast.com/t/AFWMUmZiijr4](https://www.screencast.com/t/AFWMUmZiijr4)
  - Part 3: [https://www.screencast.com/t/Y9NEx9uprGhE](https://www.screencast.com/t/Y9NEx9uprGhE)
- Jamaica:
  - Part 1: [http://www.screencast.com/users/breyflynch/folders/Jing/media/59c3bef0-562b-42f3-9edf-e4adabe49f01](http://www.screencast.com/users/breyflynch/folders/Jing/media/59c3bef0-562b-42f3-9edf-e4adabe49f01)
  - Part 3: [http://www.screencast.com/users/breyflynch/folders/Jing/media/6b3cf71b-e78e-4ba1-a50b-b2c667e7276c](http://www.screencast.com/users/breyflynch/folders/Jing/media/6b3cf71b-e78e-4ba1-a50b-b2c667e7276c)
- Chile:
  - Part 1: [http://screencast.com/t/shDNaP1n](http://screencast.com/t/shDNaP1n)
  - Part 2: [http://screencast.com/t/yIkJq8lJ7](http://screencast.com/t/yIkJq8lJ7)
  - Part 3: [http://screencast.com/t/RSEmbc7EHxHT](http://screencast.com/t/RSEmbc7EHxHT)

**PUERTO RICO:**
- Part 1: [http://screencast.com/t/E0t0h3MyqN](http://screencast.com/t/E0t0h3MyqN) (Links to an external site.)Links to an external site.
- Part 2: [http://screencast.com/t/VsRqBZCLVG](http://screencast.com/t/VsRqBZCLVG) (Links to an external site.)Links to an external site.
- Part 3: [http://screencast.com/t/VusGVsiZGM](http://screencast.com/t/VusGVsiZGM) (Links to an external site.)Links to an external site.